



## **South Dakota Department of Education**

### **Migrant Education Program**

### **▲ Priority for Services-2005 ▲**

(Updated August 19, 2005)

#### **Using Priority for Services to Allocate MEP funds:**

For the 2004-2005 school year, the Office of Educational Services and Support has determined the amount of individual migrant education program (MEP) sub-grants to Local Education Agencies (LEAs) or Local Operating Agencies (LOAs) based on a set of established priorities for services. Each sub-grantee received an allocation based on the number of identified migratory students enrolled and residing in the LEA. The allocation is based on the following factors:

- The number of qualified migratory children, ages 5-21 years, who reside within the boundaries of the LEA and are a priority for services. That number was multiplied by a weighted factor ranging from 1.0 to 3.5 for each of the four identified categories of migrant students who have a priority for services.
- No MEP is considered for funding unless the LEA has demonstrated a need for services. That need would be a migrant population of at least 10 identified migrant students who have a priority for services rating of one, two or three. LEAs with a smaller population can petition this office for MEP funds if it can demonstrate that an extraordinary need for services exists that cannot be met with other services and/or resources.
- The amount of funds available for migrant education programs is subject to change each funding year. Factors that affect the amount of funding include the amount of federal assistance available, the amount of funds set aside for state-level activities and the amount of funds that are unspent from year to year.
- It has been determined that in order to operate a viable program with a reasonable expectation of success, the minimum any MEP receives is \$10,000.00 per school year.

An LEA's annual allocation is based on the following priorities for services categories:

#### **Priority One:**

The number of eligible migrant students attending school in the district enrolled in grades 3-8 and 11 who are functioning at or below basic as measured by the annual administration of the state's test of academic performance, the Dakota STEP, and who have made a qualifying move within the current or last regular school year (between August 15 and June 15) or who made a move during

the current or last regular school year for medical, personal, or family reasons related to a migratory lifestyle that exceeds 10 school days.

**Priority Two:**

The number of LEP or non-English speaking eligible migrant students in grades K-12 enrolled in the school district during the most recent administration of the state's annual test of English language proficiency, the Stanford English Language Proficiency test (SELP).

**Priority Three:**

The number of eligible migrant students in grades 3-8 and 11 who are functioning at or below basic as measured by the annual administration of the Dakota STEP and who have resided in the district for more than 11 months, but less than 36 months.

**Priority Four:**

The number of preschool eligible migrant students who are between the ages of 3 and 5 years and who have not yet enrolled in the school district.

Annual allocation of MEP funds will occur prior to the completion of the LEA Consolidated Application. The application is due to be submitted to the South Dakota Department of Education on July 1, 2004 and will be considered past due on October 1, 2004. MEP funding levels are calculated by using a weighted formula. The formula is applied as follows:

Category:	Weight Applied to Category:
Count of eligible migrant students in grades K-12	1.00
Priority One eligible migrant students	3.50
Priority Two eligible migrant students	3.50
Priority Three eligible migrant students	1.00
Priority Four eligible migrant students	1.00

The weighting factor established for each priority are applied to the number of identified migrant students in each category. For each LEA applying for MEP funding the weighted totals are summed for all weighted priorities. Each LEA applying for MEP funding is allocated funds based on its proportionate share of the weighted count of all qualifying LEAs applying for MEP funds.

After the initial LEA allocation is calculated, the funded MEPs that generated less than the \$10,000.00 minimum are raised to the minimum funding level. Funding for each MEP generating more than the minimum funding level is then recalculated based on prior established weighted totals using the funds remaining.

**Using Priority for Services to Target Migrant Students Most in Need of Services:**

In order to identify the migrant students in the MEP most in need of services and to serve those students before all other migrant students, an MEP **must** use the following four categories of migrant students identified as a Priority for Services. The students with the highest priority for services are as follows:

### **Priority One:**

Those eligible migrant students who are failing or at risk of failing to meet the state's challenging academic content and achievement standards (functioning at or below expectations when the student is administered a recognized test of academic achievement) and who have a qualifying move within the current or last regular school year or a move within the current or last school year for medical, family or personal reasons related to a migratory lifestyle that exceeds 10 school days, are the students who are a Priority One for MEP services. Documentation of "at risk of failing" for students in grades K-2 could be a Developmental Checklist, a language proficiency test, off-grade SAT 10 test score, reading test score, teacher-made tests, etc. For students in other grades an eligible migrant student might be defined as at risk of failing by performing at basic or below on the Dakota STEP, below grade performance on teacher-made tests, a student file review might indicate below grade performance, or a migrant records transfer indicates enrollment in an MEP in another state or district. Those migrant students functioning at or below basic levels in academic achievement **and** who have made a qualifying move within the current or last regular school year would be the **first priority** for MEP services.

### **Priority Two:**

Those eligible migrant students who have been identified as limited English proficient must be considered for supplemental migrant educational services if they have not completed their 36 months of MEP eligibility. Students whose first language is not English might be at risk of failing to meet high academic content and achievement standards if they do not receive additional support and services are the **second priority** for MEP services.

### **Priority Three:**

Those unduplicated eligible migrant students in grades K-12 who are at risk of failing to meet the state's challenging academic content and achievement standards (functioning at or below expectations when the student is administered a recognized test of academic achievement) and who have a qualifying move within a previous regular school year or a move in a previous regular school year for medical, family or personal reasons related to a migratory lifestyle that exceeds 10 school days and whose Certificate of Eligibility (COE) indicates an interstate or intrastate move more than 11 months ago, but fewer than 36 months ago are the **third priority** for MEP services.

### **Priority Four:**

Those students in the school district's boundaries who are eligible migrant students and between the ages of 3 and 5 years must be considered for services. Many eligible migrant students who are not yet of school age experience the same educational risks as those students who are identified as priority one, two and three students. Many are non-English speakers, have experienced recent interstate or intrastate moves and have had little if any exposure to the educational system. These students are at risk of failing to meet high academic content and achievement standards if the factors that impact the child's performance are not mitigated before the child is enrolled in school and are considered to be the **fourth priority** for MEP services.

### **Example of Ranking Eligible Migrant Students by Priority:**

Eligible migrant students who are Priority One students would be first in line for supplemental services in the LEAs migrant education program. When all those students are provided services and funds remain,

Priority Two students would be provided supplemental services in the LEAs migrant education program, continuing delivering services until Priority Three and Priority Four students are eligible for services.

1	2	3	4	5	6	7	8	9	10	11
NAME OR SIMS #	PRIORITY For SERVICE 1 2 3 4	LOW MATH	LOW READING	DEV ✓ LISTS SHOW HIGH RISK	TESTS BELOW GRADE	OTHER MEP	MOVED THIS YEAR	MOVED 12-36	LEP	PRE SCHO OL
111	1	D STEP	D STEP				YES			
222	2						YES		SELP	YES
333	2	D STEP	D STEP					YES	SELP	
444	3	D STEP	D STEP					YES		
555	1	D STEP	D STEP			YES	YES		SELP	
666	4			PK-2 RUBIC			YES			YES
777	1				YES	YES	YES			

In determining which eligible migrant students will be served first it is necessary to rank order the students based on the priorities they exhibit. In the above example, all eligible migrant students, identified by their Student Information Management System (SIMS) number, who have a Priority One would be served first. Eligible migrant students who exhibit any other priority would be served only after all Priority One students are served. If funds allow, Priority Two, Three and Four students would be served only after all eligible Priority One students have been served. If an eligible migrant student exhibits the characteristics of two priorities the student can be served in the highest priority represented by that student. For example, a student who exhibits the characteristics of a Priority Two student and a Priority Three student would be served as a Priority Two student. A Priority Two student could be provided with services only after all Priority One students have been provided with the migrant education program services they require. A student coded as Priority Four would be served only when all eligible students in Priorities One, Two and Three have been served.

**Please use the following checklist to determine the Priority Level of each eligible migrant student attending school in the district. In completing the form, determine the needs of each student, serving all Priority One students before serving any Priority Two students. Priority Three students can only be served when all Priority One and Two students have been served. Priority Four students would receive services only after all other students have been provided with services.**

**PRIORITY FOR SERVICES – TITLE I, C - MIGRANT**  
**Documentation of Migrant Student Priority for Services Process**

**District:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Person Completing Form:** \_\_\_\_\_ **Date:** \_\_\_\_\_

[illegible]

## Directions for using the Priority for Services Migrant Student Selection Process

(This process must be completed annually or each time new migrant students enter the district's MEP.)

- Step 1: Record district name, person completing form and date form completed.
- Step 2: In column 1 record the name or SIMS ID number of each identified migrant student.
- Step 3: Review student's performance data to determine if student is at risk of failing to meet the state's challenging academic content and achievement standards. In columns 3-6 note the assessment data used to verify a student at risk of failing. Complete all the boxes that apply for each migrant student.
- Step 4: Review records sent in from sending school district to determine prior involvement in an MEP. In column 7 check the appropriate box.
- Step 5: Review available student information to determine when student moved into the school district and in columns 8 or 9 check the appropriate box.
- Step 6: Verify the language proficiency of the student. If the student is LEP document in column 10 the assessment used to make that determination.
- Step 7: If the child is between 3 and 5 years of age and has not yet enrolled in kindergarten, check the appropriate box in column 11.
- Step 8: Using the Priority for Services guidelines below and those noted on pages 3 and 4 of this document, determine the Priority for Services level displayed by each eligible migrant student. In column 2 check the appropriate box 1, 2, 3, or 4. Students who are not at risk of failing to meet the state's challenging academic content and achievement standards would not be ranked; the Priority for Services boxes would be left blank.
- Step 9: Using the criteria for ranking eligible migrant students found below, determine which eligible migrant students are a first priority for services. Services to students who are priority 2-4 can be provided only when first priority students are served and funds remain.

### Priority One:

Those eligible migrant students who are at risk of failing to meet the state's challenging academic content and achievement standards (functioning at or below expectations when the student is administered a recognized test of academic achievement) and who have a qualifying move within the current or last regular school year or a move with the current or last school year for medical, family or personal reasons related to a migratory lifestyle that exceeds 10 school days are the students who are a Priority One for MEP services. Documentation of "at risk of failing" for students in grades K-2 could be a Developmental Checklist, a language proficiency test, off-grade SAT 10 test score, reading test score, teacher-made tests, etc. For students in other grades an eligible migrant student might be defined as at risk of failing by performing at basic or below on the Dakota STEP, below grade performance on teacher-made tests, a student file review might indicate below grade performance, or a migrant records transfer indicates enrollment in an MEP in another state or district. Those migrant students functioning at or below basic levels in academic achievement **and** who have made a qualifying move within the current or last regular school year would be the **first priority** for MEP services.

### Priority Two:

Those eligible migrant students who have been identified as limited English proficient must be considered for supplemental migrant educational services if they have not completed their 36 months of MEP eligibility. Students whose first language is not English might be at risk of failing to meet high academic content and achievement standards if they do not receive additional support and services are a second priority for MEP services.

### Priority Three:

Those unduplicated eligible migrant students in grades K-12 who are at risk of failing to meet the state's challenging academic content and achievement standards (functioning at or below expectations when the student is administered a recognized test of academic achievement) and who have a qualifying move within a previous regular school year or a move in a previous regular school year for medical, family or personal reasons related to a migratory lifestyle that exceeds 10 school days and whose Certificate of Eligibility (COE) indicates an interstate or intrastate move more than 11 months ago, but fewer than 36 months ago are a third priority for MEP services.

### Priority Four:

Those students in the school district's boundaries who are eligible migrant students and between the ages of 3 and 5 years must be considered for services. Many eligible migrant students who are not yet of school age experience the same educational risks as those students who are identified as priority one, two and three students. Many are non-English speakers, have experienced recent interstate or intrastate moves and have had little if any exposure to the educational system. These students are at risk of failing to meet high academic content and achievement standards if the factors that impact the child's performance are not mitigated before the child is enrolled in school.